



Research Brief

Regional Intervention Program

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The Regional Intervention Program (RIP) has, since 1969, trained parents to work effectively with their young children who have challenging behaviors. A 25-year study has followed the children from toddler age to adulthood.

The program uses experienced parents to teach new parents positive behavior management skills. Training and support is coordinated by a professional resource staff person.

Children age six or younger are eligible for the program, which targets behaviors such as tantrums, aggression, bedtime problems, screaming, extreme stubbornness, mealtime problems, not following directions, and destructive behavior.

Parents practice what they have learned by working with their children and receive supportive feedback. Additional services of RIP include classroom programs and social skills training to teach children appropriate behaviors, consultation with teachers and follow-up services for families who complete the program.

Parents learn to:

- monitor their child's activities
- ignore problem behavior and reward desired behaviors
- help their children manage behavior by themselves
- work with other important adults in the child's life to reinforce appropriate behavior
- state expectations in advance
- present limited, reasonable choices
- stay under control
- say, "When you (do the expected behavior), then you will (receive the reward or privilege that goes with the appropriate behavior)."

Research shows that aggression in young children tends to persist strongly over time unless successful intervention takes place before the end of Grade 3. Findings indicate that the RIP strategies are effective and enduring in altering the behavior of children with problem and aggressive behavior.

As preschoolers, the children in the study had exhibited severe and prolonged tantrums, continual opposition to adults' requests and commands, and physical aggression toward their parents.

Years after receiving intervention these children:

- complied with parental requests 82% of the time
- interacted positively with their parents 97% of the time
- were appropriately engaged an average of 90% of unstructured time
- were appropriately engaged in class work an average of 85% of structured time
- responded positively to teachers' requests 89% of the time
- behaved in a way that could not be distinguished from class peers with no history of behavioral problems
- showed that the earlier they were enrolled in RIP, the more positive was the impact on behavior at school and at home.

After completing the RIP, these children (now in their mid-20s, early 30s) have, for the most part, gone on to lead full and productive lives. All but one completed high school and are currently employed. During adolescence, one experimented with marijuana and one was involved in the justice system for theft. None was identified for special education or as emotionally disturbed. There were



no reports of any of these children ever engaging in aggression toward parents, peers, or teachers after completing the program. A large number went to college and graduate school.

The parents of these adult children describe them as caring, loving, and sensitive in their relationships. Many of them also report their children's increased self-confidence, lowered family stress, and a more positive outlook for the future.

For more information:

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<http://members.aol.com/RIPNASHTN/RIP.htm>

Other Resources

The National Information Center for Children and Youth with Disabilities (NICHCY)

(800) 695-0285, www.nichcy.org

The Technical Assistance Alliance for Parent Centers (The Alliance)

(888) 248-0822, www.taalliance.org

The National Association of School Psychologists

www.naspweb.org/center

The Center for Effective Collaboration and Practice

www.air-dc.org/cecp

Center of Positive Behavioral Interventions and Supports

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